

Q1: Instructional strategies/tools to improve student achievement

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Q2: Instructional strategies/tools to improve student achievement

Instructional strategies/tools to improve student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	198	56.6%	
Agree	148	42.3%	
Disagree	4	1.1%	
Strongly Disagree	0	0.0%	
Totals	350	100.0%	
Mean	3.55		




Q3: Strategies for using professional development to improve student achievement

Strategies for using professional development to improve student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	160	46.6%	
Agree	164	47.8%	
Disagree	18	5.2%	
Strongly Disagree	1	0.3%	
Totals	343	100.0%	
Mean	3.41		





Q4: Ideas for using data to improve student achievement

Ideas for using data to improve student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	125	36.2%	
Agree	165	47.8%	
Disagree	50	14.5%	
Strongly Disagree	5	1.4%	
Totals	345	100.0%	
Mean	3.19		

Q5: Instructional ideas for using assessments to improve student achievement

Instructional ideas for using assessments to improve student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	128	37.1%	
Agree	169	49.0%	
Disagree	44	12.8%	
Strongly Disagree	4	1.2%	
Totals	345	100.0%	
Mean	3.22		

Q6: Ideas for improving curriculum to increase student achievement

Ideas for improving curriculum to increase student achievement			
	Counts	Percents	Percents 0 100
Strongly Agree	187	53.6%	
Agree	142	40.7%	
Disagree	20	5.7%	
Strongly Disagree	0	0.0%	
Totals	349	100.0%	
Mean	3.48		

Q7: Strategies or ideas that can be immediately utilized in my classroom

Strategies or ideas that can be immediately utilized in my classroom			
	Counts	Percents	Percents 0 100
Strongly Agree	246	70.3%	
Agree	97	27.7%	
Disagree	6	1.7%	
Strongly Disagree	1	0.3%	
Totals	350	100.0%	
Mean	3.68		

Q8: Information that will help as our district prepares for 3rd cycle MSIP

Information that will help as our district prepares for 3rd cycle MSIP			
	Counts	Percents	Percents 0 100
Strongly Agree	84	26.5%	
Agree	163	51.4%	
Disagree	59	18.6%	
Strongly Disagree	11	3.5%	
Totals	317	100.0%	
Mean	3.01		

Q9: The keynote speaker was benefical/entertaining

The keynote speaker was benefical/entertaining			
	Counts	Percents	Percents 0 100
Strongly Agree	99	37.1%	
Agree	127	47.6%	
Disagree	30	11.2%	
Strongly Disagree	11	4.1%	
Totals	267	100.0%	
Mean	3.18		

Q10: Overall, this PDE was beneficial to me

Overall, this PDE was beneficial to me			
	Counts	Percents	Percents 0 100
Strongly Agree	185	53.2%	<input type="text"/>
Agree	153	44.0%	<input type="text"/>
Disagree	8	2.3%	<input type="text"/>
Strongly Disagree	2	0.6%	<input type="text"/>
Totals	348	100.0%	
Mean	3.50		

Q11: The most beneficial component was:

The most beneficial component was:			
	Counts	Percents	Percents 0 100
Handouts	3	1.1%	
Sessions.	3	1.1%	
Hands-on activities	2	0.7%	<input type="text"/>
Instructional strategies/tools to improve student achievement.	2	0.7%	<input type="text"/>
Science notebooking	2	0.7%	<input type="text"/>
Strategies and ideas that can be used immediately.	2	0.7%	<input type="text"/>
The sessions.	2	0.7%	<input type="text"/>
"Brewing up a storm of ideas"	1	0.4%	<input type="text"/>
"Playing to learn" - math games.	1	0.4%	<input type="text"/>
#36 #37	1	0.4%	<input type="text"/>
A taste of science.	1	0.4%	<input type="text"/>
A variety of sessions with all the new ideas.	1	0.4%	<input type="text"/>
ABC Books-Quilting	1	0.4%	<input type="text"/>
accessibility of meetings	1	0.4%	<input type="text"/>
activities actually usable	1	0.4%	<input type="text"/>
Other	254	91.4%	<input type="text"/>
Totals	278	100.0%	
Mean	--		

Q12: One idea/strategy/technique from this PDE that I will apply or implement is:

One idea/strategy/technique from this PDE that I will apply or implement is:

- Please have presenter and book sale people to have the book they use and book vendor have them available.
 - Probability activities
 - Math organizers and games, web sites
 - Many good ideas from webquest workshop and tidbits. So much of MO's testing standards involve (of course) reading and writing-more across curriculum ideas to pull it all together.
 - request the use of palm pilots
 - K-1 workshop- so many! Thank you!
 - Reading strategies to use in science.
 - Ideas I got for implementing correct objectives that go with GLE.
 - the various algorithms for math.
 - More activities- Do not need lecture format.
 - Science notebooking
 - math contests
 - organizers
 - A, B, C Books
 - Nature notebook and math games
 - Using various components of the inventions curriculum- Rube Goldberg
 - singing and playing in my classroom.
 - songs for curriculum
 - the film canister science inquiry activity and the i-adventure from Warrensburg schools.
 - use the web sites with student immediately to share excitement of scientific resource for my grade level.
 - The theory of using games to keep track of review concepts.
 - geometry activities
 - GLE (Science) info and activities
 - ABC Quilting
 - computational fluency algorithms
 - science notebooking and math games
 - Rube machines
 - Real life activities for lower achieving students.
 - The NASA workshop was wonderful and gave many ideas.
 - Math Foldables
 - Rube Goldberg/Inquiry Techniques
 - science notebooking
 - Create the care
 - Most hands-on activities from "A Taste of Science."
 - "My Rule Is?" for cross curricular activities.
 - Puzzle pieces on the front of the big book.
 - Steps used in inventions.
 - Math/Grade Level Dictionary
 - Math games and work with the 6 traits of writing.
 - Several- hands-on science, games
 - using trade books to teach science.
 - Write traits
 - The authentic instructions for living in society
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- Students will make quilts for math
 - more hands-on science activities
 - I think it is highly organized- well planned and well presented! Thank you very much!
 - WebQuest
 - Show-Me Math Quilting
 - Teaching reading in core classes ABC
 - math tournaments
 - Quilting projects, Magic House Science Experiments
 - service learning
 - Palm Pilot Instruction
 - Math games for my students
 - Activities for teaching reflection and refraction of light.
 - computational math skills
 - Starting to use Web-Quests and learn more about the Big 6 Skills Model.
 - Using science process skills to help students acquire their own information.
 - Alphabet Books in Math
 - using ABC's to review
 - ABC's in various subjects
 - Information on the Presidential Award was useful.
 - Computation Fluency- long division strategy for 4th graders
 - Battery, Bulbs Switches had a great starting point for the new objectives at my grade level.
 - using reading and writing with science concepts
 - Using songs through my curriculum to help students.
 - Online interactive web sites dealing with weather "Iadventure".
 - Linking books to math principles.
 - NASA concepts.
 - Geometry ideas.
 - none.
 - Creating songs for the classroom/graphic organizers in the math classroom.
 - Enjoyed foldables.
 - Math quilting, ABC quilts, math games with dice.
 - The math dictionary for cross curricular.
 - Quilting ideas, magic house "flashlight" activities.
 - Science notebooking.
 - How sound travels through a string attached to a slinky.
 - Weather unit.
 - Math probability activity and several others.
 - Make ABC books.
 - 33 noun and verb usage with science and math.
 - Geometry ideas.
 - From oh no, story problems -- using children to solve word problems. From 6 + 1, Traits to science- we will use reading books mentioned during the workshop to improve writing skills. (K-2).
 - Math strategies from prob & success.
 - Taking some of the center ideas and transferring it to all subject ideas.
 - Family math nights.
 - Using David Schwartz books to teach math.
 - "end of the day" math problem -- thinking outside the box.
 - Using games to teach math -- great motivation!
 - Rube Goldberg session.
 - Books by David Schwartz.
 - The use of math games.
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- Building inventions.
 - Bio Poems, quilts, ABC book, probability tables, and Kritter rock.
 - ABC quilt books, probability game.
 - ABC's quilting.
 - Using quilts.
 - New techniques or strategies to teach basic math.
 - New ideas to teach basic skills.
 - Math games.
 - Observation activity.
 - I will expand on my science notebooks.
 - Teaching probability, decimals and fractions.
 - Math contest.
 - The hands on activities and assessments.
 - How to put GLEs into units and cover more than one.
 - Strategies to improve computation.
 - Science notebooking.
 - More outdoor.
 - Connecting models to concepts.
 - The sea and sky connection.
 - Drawing activities in science.
 - Classroom activities that get the students up and moving.
 - 6+1 traits for science.
 - All the geometry activities.
 - Webquests.
 - Using books for math more and incorporating sounds more in my teaching.
 - New understanding of GLEs.
 - The math games idea.
 - I want to try the math race and a quilt.
 - Songs to teach concepts.
 - Reading strategies for the science class.
 - Math tournaments.
 - Math learning, games from playing to learn.
 - All things from playing to learn.
 - Most of the science process skills. I really needed that one.
 - New idea for teaching long division.
 - Compass-orienting.
 - Webquest - the move to use more technology.
 - Will buy a set of books introduced in a session.
 - Will buy David Schwartz books to use in my classroom.
 - Interactive caves.
 - I will definitely integrate Webquest into my classroom to assist with science.
 - Prairie
 - Playing to learn games.
 - The science and technology ideas.
 - The brochures we made in techno tidbits.
 - Experiments from Outdoor Skills to use with the books recommended/survival skills.
 - Probability math class.
 - Eraser stamping from geometry session - shows, flips, rotations, slides.
 - The math hands-on games and science web sites for my students. I can't wait to get back and show them the fun I had and the stuff I have for them.
 - Using games to teach math.
 - Trying to plan the conferences without long time gaps.
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- Nature journals workshops #15 and #28. Graphing statistics.
 - Floating fruit and the scientific method.
 - The Amazing Race.
 - Graphing strategies, nature journals.
 - Online bibliographic citation from Webquest presentation (#37),.
 - Keep learning.
 - The paint your body.
 - The film canisters for observations.
 - Playing to learn math activities.
 - The science notebook.
 - To use or apply inquiry based techniques in my teaching.
 - Reading Hatchet and using it to teach survival skills.
 - Using sky caps to help students learn how the constellation moves in the night sky like the sun and moon.
 - Mo Science teacher chat room.
 - Using literacy with science.
 - Writing!! Cross curriculum and integration.
 - t-shirt painting.
 - Using more trade books in science.
 - Using children's movement to solve world problems -- story problems - oh nooo!
 - More hands on science in my classroom.
 - rocks/minerals unit, stories in classroom.
 - Using quilts to improve math and lit. lessons.
 - Quilting in the classroom!
 - Making quilts in various subjects.
 - Math games as a strong part of our math curriculum.
 - Science journal.
 - ABC quilting and M is for Math, science and literature a natural fit.
 - I found several science experiments I can't wait to try out.
 - The human body t-shirt and experiments from science session.
 - Graphic organizers for math.
 - Using quilting as a review technique.
 - Investigation/Determination/taking care of the animal / ecology.
 - Geometry ideas and math ideas from literature books.
 - Multiplication Pringle cans.
 - Teaching reading strategies in science. Notebooking.
 - Birds and worms.
 - Nature journaling.
 - ABC books from workshop, M is for math.
 - Hands on math and science activities to use in classroom or family night.
 - Hand held computers - science activity.
 - Use children in problem solving.
 - Using geometry in the classroom.
 - ABC quilting.
 - Combining the Rube Goldberg and Kinex ideas for use with my 4th graders.
 - Light up.
 - I will use information and lessons for my outdoor classroom.
 - Making math and science more fun.
 - Activities learned in the workshop above.
 - Pringles can multiplication.
 - Different algorithms from computational fluency.
 - Applying the manipulatives.
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- Probability activity.
 - Math tournaments
 - Different centers for math and science.
 - Alternative math strategies.
 - Math games.
 - More visuals and math contests and more technology.
 - Playing to learn - elementary math games.
 - Use quilts as a visual, a few science experiments, math games for indoor recesses.
 - Notebooking
 - the ABC's of the topic discussed.
 - math contest from "The Amazing Race".
 - Information pertaining to prairie- animals, forbs
 - Alternate ways to add, subtract, and multiply.
 - using 6 Big steps for learning development.
 - The pendulum lab that I took part in.
 - Break apart math strategies.
 - hands on transformation ideas.
 - content reading
 - Games in the room
 - K-Nex
 - more hand-on activities
 - Teaching/ developing science process skills
 - The Amazing race- math tournaments and math quilts
 - MO Dept. of Conservation forestry ideas, bird watching, Math quilts
 - Using the quilts across the curriculum.
 - Several Reading/ Science Review skills
 - Using a notebook to track/check that the curriculum is aligned with GLE's and for common assessments.
 - mapping ocean currents.
 - The Amazing Race Contest.
 - The adopt mascot ideas from World Bird Sanctuary.
 - The different strategies I learned in several of the sessions I was able to attend.
 - Definitely the classroom "hands-on" manipulatives that I can make.
 - More science experiments.
 - cross. curriculum ideas from math quilting.
 - using trade books in science class.
 - There were several- water cycles, etc.
 - using more hands-on activities in the classroom.
 - Organic habitats and refer to 306
 - 6+1 Writing Traits
 - Songs in the classroom.
 - Using a notebook to record student data/ analysis
 - Thinking in more imagination in helping students understand math.
 - Would there be a way to arrange for math teachers (science teachers) to only be scheduled for that particular area. We always seem to blend in with both when we only register for math.
 - Applying the new GLE's
 - Using index cards for assessment- students write down answers to a key question from the lesson and turn it in.
 - Problem solving strategies
 - Math tournaments (The Amazing Race Session)
 - Science writing- notebooking
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- math games
 - rube Goldberg design
 - vocabulary quilting
 - ABC Strategy for science.
 - science notebooking
 - science notebooking
 - 6-trait information and ABC Quilts and books
 - reading techniques in science/ geometry strategies
 - Force/ motion of Graphing and Tables
 - Graphic organizers in math
 - Floating fruit and the scientific method.
 - Content Quilts.
 - Math quilting- Songs across curriculum
 - Story problem acting out ideas
 - more use of scientific methods/ more graphs
 - Real hands on science/ Doing them/ then having the lesson plans in a handout so you don't have to worry about notes.
 - ABC books to review
 - Part - Part - whole mat from Graphic Organizers Seminars - Excellent! by Lana L.
 - Quilt making to review.
 - Using stores to introduce scientist/ science concept
 - Scaffolding in Math with long division.
 - Ideas from Project Wet, Wild or Learning Tree.
 - The Path to Success with Outdoor Activities.
 - Quilting and a hands-on activities.
 - Graphic organizers for math instruction.
 - Teaching reading in Science classroom (ABC)

Q13: Your constructive comments are appreciated. How would you improve the content or structure o...

Your constructive comments are appreciated. How would you improve the content or structure of this PDE?

- Make sure presenters have presenting "tips" that help them prepare appropriately and they connect with audience. Example: using collaboration, interaction with audience colleagues, activities that stimulate and get the participants involved instead of lecture format!
 - The workshops are toooo long. I liked the 45 min. workshops- you were able to go to a lot more and get a lot more ideas.
 - Start sessions at 9:00 so presenters can eat before presenting a session. We had 8 am session and needed time to set up. Couldn't eat.
 - Everything flowed smoothly-even room accommodations and meals- Excellent. Maybe could have a meal ticket exchange booth, too.
 - I think 3 hrs is too long for workshops. Need more 45 min to 60 to 90 min. very confusing even trying to sign up for workshops- if you couldn't get in one because of all the confusing times- I didn't get very many workshops. This cost too much to only have a few to attend. I was able to get into more once I got here but I wasn't sure.
 - a trading center for tickets... dinners and classes.
 - Overall this was one of the best run workshops that I have been to. Presenters were very professional and had so many great ideas and how to incorporate it into my classroom
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and present to students to prepare for MAP.

- I felt really rushed through the whole conferences. didn't have time to meet with the exhibitors or enjoy the facilities. I also felt that the food choices could have been better but the chocolate cake at Thursday evening meal was wonderful.
 - It was very helpful!
 - It was alright. A couple of classes could have been a little more interactive. But otherwise pretty good.
 - The food wasn't as good this year.
 - Getting assigned a workshop even if it is not the one I signed up for.
 - It was difficult getting a hard copy of the brochure. The sessions should tell you what grade levels they are before you walk in the door.
 - Use the top 2 levels of Bloom's taxonomy- synthesis/ evaluation offer more classes that help differentiate the curriculum and offer high order thinking and problem solving skills.
 - Let teachers know what grade level session are focused. Let us know what room session are in other than our own.
 - Maybe bring back some more 45 min. classes. There were not as many workshops for the lower elementary grades this year. This was disappointing.
 - Provide material transportation service.
 - Have a pre conference for presenters who are giving six hour workshops.
 - Make it more productive for teachers choosing sessions that will apply to their grade level.
 - Plan more 3rd/ 4th; 5th/6th; etc. targeted content for enrolled participants so that adequate seating by targeted grade levels is available. It's disappointing to not be able to participate in a targeted curriculum by grade level.
 - Most of them were very interesting and useful except Exploring the Geometry for Success. I don't understand what the class should be teaching. It was all theory.
 - Information about grade levels teachers of classes are involved with-little more specific about grade level classes or sessions directed to
 - One of the best conferences I've been to in years. Enjoyed the 6 hr. sessions- encourage Ann McMahon and Jack Wiegers to return and present often. Session 36 (Geometry) was also very good. Keynote speaker was very interesting.
 - Allow more seating- some of the rooms were half full of chairs- people had to sit on the floor.
 - shorter sessions are preferred. 3-6 hrs- WAY too long!
 - The shorter sessions are preferable
 - Shorter sessions for more variety (no 6 hr. sessions needed) I want to be able to attend more sessions.
 - Include the most appropriate grade level with the session description
 - -This getting people to sign your stuff is a pain-Not enough time to get to exhibits.
 - This year I felt was much more useful for right when I get back. Other idea: Have a table for left over handouts to be picked up by the overflow workshops.
 - I thought the math workshops (story problems) were weak. The titles for the workshops were somewhat deceiving.
 - The form to register was scary for me! I am a first year teacher. The good was fabulous. The locations was great!
 - Love the 90 min. Hard to think of staying in a 3 hr.
 - Sessions need to be shorter- to get more ideas.
 - start 1st session at 9:00 instead of 8:00
 - In the course book list grade level appropriateness. I would liked to have something educational to do between classes, other than the technology showcase.
 - ???
 - Code workshops as the GLE addressed.
 - I would NOT have 6-hour sessions. I was hoping for more math courses.
 - How to create Science curriculum using the GLE's
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- more seats available
 - I would like to see more instructional strategies and techniques for lower elementary levels.
 - target early elementary (specifically) K-2
 - Workshops geared toward specific math GLEs would be helpful-perhaps those our tests indicate are weak areas state wide? Also indicating grade level of workshops would be nice unless all workshops are to span K-6?
 - The bags this year were too shallow. They didn't hold supplies well.
 - Having handouts hole punched. E-mail addresses available for presenters
 - The booklet was hard to read/follow for filling out what classes I wanted; not many sessions
 - Please make sure that presenters are here to share their own original ideas, and not promoting a particular product- The computational fluency session was not helpful at all to me--not original ideas!
 - Please specify on each session what grade(s) they will be geared to.
 - I think it would have been beneficial to have sessions list targeted grades. It seems like there was a decrease in science sessions offered. I would have preferred 1 1/2-2 hour sessions-the longer options were too long.
 - I was disappointed I only got into 1 session that I signed up for. This is a very expensive conference and it seems disproportionate to what I was able to receive as a participant.
 - Forty-five minute sessions were packed with information, whereas, the 3 hour sessions had a lot of wasted time as presenters tried to stretch them. I would rather go to more shorter sessions.
 - Let teachers in sessions they want!
 - All sessions were excellent but in a few presenters mentioned it would have been better if the brochure had stated the grade levels for which they were geared.
 - Put grade level on booklet so it is easier to choose a workshop suited to your grade level.
 - I would like to see more correlation between the GLE's and Show-Me standards. More for elementary. 3 of my sessions were for middle school and didn't specify that in the description.
 - more organization of conference. Registrations was NOT user friendly. Time overlapping was crazy. Good classes offered more times.
 - I was VERY disappointed in the vendors. There were not enough. The number of 45 min sessions I would like to see increased.
 - I missed the share-a-thon experience. I also liked having some 45 min. sessions.
 - I would like to see more cross-curriculum classes being used with math and science. I would also like to have more variety with shorter time frames.
 - Offer more variety and cross curriculum classes that were shorter. Four years ago I left with info. from 8-10 classes mainly 45-1 1/2 hrs. This year, 4 total because of one cancelled.
 - Specify what grade levels each session covers. Have breakfast going on until 9:30 a.m.
 - When teachers present, please allow time for them to clean the room and eat lunch before scheduling them to facilitate a 3 hr. session. I had no breakfast or lunch on Thursday.
 - It seems to me there are way too many 3 hr. and 6 hr. sessions. Teachers need shorter sessions to get more ideas from a variety of people. Also, teachers and districts need the information for registration much earlier. This didn't seem very well promoted.
 - I would like to see more vendors. I miss having a large amount of 45 min. sessions. More sessions aimed at 4th and 5th grade. When I came three years ago I thought this was fabulous. The last two years have not been as helpful.
 - When describing each conference/session, possibly list the grade levels each session is designed for.
 - Make grade levels clear on descriptions.
 - The structure was great. I wish the content could be more involved and hands on. Less on
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the time. (no 3 hrs.).

- Make sure presenters are here with their ideas -- not a textbook or "store bought" program. This was much better than year's past - but a couple were promoting a specific program or curriculum.
 - Teachers do not want to sit for 3 and 6 hr. sessions. Go back to more short classes, more hands on, creative type classes, intermixed with MAP related classes. I was disappointed that I only was able to get to 2 classes on Friday because I cannot sit for 3 to 6 hrs. for a class and that's all that was offered.
 - Shorter sessions, more hands-on activities.
 - Have workshops do hands on activities most of us are visual learners.
 - more sessions of popular classes.
 - Great as is.
 - It would be great if the registration form was easier to complete.
 - If presenters presented in summer SuccessLink, not to present at Interface.
 - Be sure to include a list of room #'s for each session. It would help.
 - I would make sure each session was grade specific as close as possible. We attended a session we thought would work (K-2) and it was more geared to middle school. It was not specified clearly in the description.
 - Booklet needed grade levels so workshops were appropriate. Liked the 3 hr. workshops. Used time better than some 1 1/2 hr. which were done in 45 min.
 - Keep share fair! Or at least a share time.
 - I would like to see shorter times for the sessions. 3 and 6 hrs. are too long. Break them up, offer them at more times, then people could attend more sessions. The sessions were not what I thought they would be. I think the book should definitely say what level the sessions are for. I have a Real problem with children being in the sessions. I attended a session where a child was crying and running around the table. I was trying to hear the presenter who was very gracious and patient. I appreciate the Friday Lenten meal. I was disappointed that there were not more sessions to attend.
 - Time for sessions. It seemed that presenters were either rushed or ended too early.,
 - Offer more repeats of sessions so people can more easily get into the sessions they want.
 - Please put grade levels of presenter and grade levels geared for.
 - Make sessions smaller.
 - Offer more repeated sessions so you can get into the one you would like.
 - I would appreciate meals with meat as a main dish.
 - A swipe or punch card instead of the tickets. More 1 1/2 hr. sessions - 3 hrs. is too long, but 45 min. is not long enough.
 - Swipe cards for sessions and lunch.
 - Great.
 - Try to ensure that presenters present to their workshop description.
 - Have more sessions at a grade level appropriate level. It was hard to go to a session with upper level info. and feel like I got good information to use.
 - I would make each session grade level appropriate (and write it on the brochure). I went to a few sessions that were above my grade level (3rd) and I could not apply it to 3rd grade.
 - More variety of food provided. I like the hands on sessions. Good conference!
 - I found that the registration books were not mailed until very late. I had to register online. Even then, I was only able to get into four sessions. I would like to see more 45 or 90 min. sessions.
 - Have meat in the food.
 - Please have materials that apply; several of the presenters used information for grades 7 and 8. This is a K-6 conference!
 - Six or fifteen hours are too long for one period. I would suggest breaking these into shorter sessions over the three days.
 - Allow us to vote on popular presentations and make fewer presentations with more slots.
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Preview, some are more shareware than full blown presentations.

- Specific grade level on choices. Send out information to schools much, much quicker. Also, evaluate the sessions before okaying material to be presented.
 - We had a wonderful workshop that was 6 hrs. but were not given handouts to take with us. That would be helpful.
 - Great job!
 - I found the layout of the program books confusing. Great idea - to continue - no children.
 - Was very satisfied.
 - More room in some of the workshops.
 - The 6 hr. was too long. could have easily been 2 - 3 hr. Bring fresh teaching ideas, not rehash one they learned here.
 - I was not aware of the signing at the back of the book and had to scramble to get them signed. Was not given a green book, had to ask.
 - I would like to see grade levels on the session descriptions. I ended up in some sessions for 6th grade. (I teach 3rd). It was wonderful, otherwise!!
 - Include grade levels that sessions are particularly geared to in the pamphlets.
 - Some activities didn't really let you know what grade level was being addressed.
 - I thought the content was fine, as well as the structure!
 - Please state grade level on each session.
 - The longer class with the 45 min. classes make it HARD to organize a good schedule. A lot of people did not get into many classes. I only got 4 classes. My friend only got 1.
 - More hands on activities, less lecture.
 - Make sure all classes are pertinent to the elementary classroom.
 - There was great science content. A little more math would be nice. Deb Ballin's presentations were exceptional. Kathy Ferrell's 6-hr. science process skills was well worth all that time.
 - Have more 90 min. sessions.
 - More options per time on more accurate description.
 - Everything ran smoothly (as usual). Very helpful people. Location: terrific! Please don't have teachers that teach 8-12 present at K-6. Thank you.
 - Assessment was not mentioned in any of my sessions. For activities presented it would be beneficial to be provided with a scoring guide.
 - It was very well planned. However, the Friday evening after dinner activities made for a very long day.
 - This again has been a delightful experience. My students and I have greatly benefitted from this conference!
 - The 45 min. sessions from the past are better than 3 hr. sessions. It is too long for teachers to sit and absorb information.
 - The class length was too long. 1 hr. or 45 min. was most beneficial. More classes would be utilized if more 45 min. sessions were offered.
 - By keeping in mind the low carb eaters for meals (i.e. dieters, diabetics, etc.) Also asking the cooks to be sure that the food is well cooked. Loved the 10 a.m. first morning! Gave time to be settled in and not have to sit so soon after long drive.
 - The scheduling. Some sessions end and the next one begins at the same time or you have an hour or two hour break between sessions.
 - I thought it was great. Most presenters did a good job of connecting content to GLE's.
 - The brochure was difficult and hard to fill out. Also, I only received one of the sessions I filled out (that included my 2nd and 3rd picks). When a person pays this much for a conference I feel that they should be able to attend topics that they are interested in. I found the long time lapse between sessions a waste. I wish that all the sessions would be labeled what grade levels would best be suited for each workshop. I did try switching cards but none of what I wanted was available. It was frustrating waiting outside to see if I could sneak in or not.
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- Make sure that the presenters have material that is relevant and utilizes the time. I went to one that was virtually finished after 30 min. Also if you use tickets, ones without tickets shouldn't be allowed in. It is too full for anyone to benefit.
 - 6 - hour sessions are too long!
 - I really needed a program or a reminder to bring the first one.
 - Content does not seem as good as in past years.
 - Six hour sessions are too long. Any college class is only 3 hours on average.
 - Write grade levels for each workshop. Ensure ALL presentations follow copyright. Include whether workshop is a repeated topic/presentation from previous years. Provide a CD of all presentation hand outs (see SuccessLink). Thanks to STOM for Show Me raffle.
 - More open time for exhibits without other things going on.
 - Let us know what grade level the programs are set up for.
 - I really liked the way the classes were staggered so we could get from place to place easily. We could also see the vendors without a crush. We were able to talk to them.
 - Put the grade levels on the individual courses offered.
 - All the programs I was involved in were very good. I would have liked to attend more.
 - Some workshops focused on one idea (lesson/unit). They need to focus on more ideas.
 - I would like to see more hands on activities that can be implemented in the classroom after leaving interface. Less lecture style presentations and more cooperative learning among teachers in primary grades. I would also like to see more technology presentations for science and math.
 - You're doing great.
 - I have NOT been as impressed as in past years. You might want to go back to how things were run in the past. For example, offer more sessions and not 3 or 6 hour sessions. Not much this year was particularly geared for lower elementary grades. K-2.
 - Front cover overview with times.
 - More hands on activities.
 - I would like to see a bigger variety of things offered.
 - There was too much time between classes. It seems like so much time is wasted.
 - I felt that this year there were not as many choices to choose from. I felt really limited in my choices to choose classes that fit for my classroom.
 - Unrelated actually - invite someone from governor's office to give PAEMST awards.
 - There was less offered at this interface. Do away with 6 hr. sessions in order to offer more 45 min. and one hr. sessions.
 - I did not like the idea of the 6 hr. sessions and sessions I really wanted filled up fast and were only offered once!
 - Have content identified prior to attending the session as to what specific grade level it is geared toward. It is very useless to sit through sessions designed for 4-6 grades when you teach 1st grade. Also, have more upbeat, enthusiastic presenters.
 - Schedule more classes.
 - The presenters were not as informative as most interface conferences, aside from the three listed above.
 - I did NOT like waiting in line to get signatures from the presenters. I prefer getting stickers to put on the back of our forms.
 - 6 hour sessions are too long. Food too rich and terrible.
 - I would strongly suggest you limit the MO Dept. of Conservation's workshops. They were "Terrible"! Lot of stuff to give "Very Little" info. I attended three and they were painful. A lot of people simply got up and left! The science in these sessions did not seem to be there at all. They did a lot of "you knows" and "well ok I'm not sure"! I can not voice this strong enough!
 - As a presenter, I did not like signing all the sheets. What happened to the stickers handed out at the end of each session? This would be better for myself and as a teacher in the session due to the long lines.
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- Some sessions were only a display of personal experience - need to be things we can take back and use with our students.
 - Some of the hand outs need to be improved. Temperature in rooms was too cold. Something other than salads for meals.
 - I was completely satisfied!!
 - Structure is good. Vendors available. Include grade levels in description of workshops.
 - We need bigger packets and thematic units.
 - Everything was great.
 - Eliminate Middle school material from elementary conference.
 - Be more specific about what grade levels workshops target, our district registered late due to budget issues, therefore we did not receive many tickets. We came anyway (glad we did!) but it was stressful trying to get tickets and info. sessions we wanted. Many we were unable to get in had room for more tables, which would have allowed more participants. The registration form was hard to fill out - confusing format. Of the 10 workshops I attended, all but one was excellent. The one not usable was due to higher grade level. Our room at Tan Tar A was outstanding. Meals were awesome.
 - More variety.
 - Encourage participants to be presenters to give more choices, allow 1 hr. sessions. Our session we presented, then had a 1 1/2 hour break between sessions, not time for session in between.
 - The focus on each session should be more grade specific. Teachers want as many ideas as we can get without getting up and "playing".
 - More technology based stuff. Make the sessions more grade specific. We need lots of ideas on our individual levels.
 - List grade levels with class booklet.
 - All were very good!
 - Offer 2 sessions of same events so that it would be hard to get in. Put the number of room in book or have someone at the desk who is more helpful to give out the information. One of you ladies acted like it was a secret to know where these classes were. Make sure you can scan the form from booklet so you can order classes.
 - More hands on math sessions. They were hard to get into this year.
 - Please add targeted grade levels to each session in catalogue next year. It makes it much easier to find what you need.
 - Please give a choice of 2 dinner selections.
 - Tell what grade levels the sessions mainly address.
 - Not have workshops in the evening.
 - Some of the 3 to 6 hour classes I felt were way too long. They need to be more engaging in order to work.
 - Provide presenters who use thematic approach to teaching units. They also have large ready to use packets.
 - Inform the presenters that they are teaching us ways to teach our kids, and they are not teaching US concepts.
 - I would have liked to have had more activity type presentations. Most of the things I got enrolled in were Dept. of Conservation activities, and it isn't in my GLE. I was scheduled for only 2 classes late Friday afternoon and three on Sat. Having to look for activities to attend closed down my options.
 - Get schedules out to schools sooner so we have a better chance at rooms and classes.
 - Presenters need to keep in mind grade level of the teachers. They also need to focus presentation on offering ideas to help teach and not teach us the concepts.
 - Make catalog easier to understand - easier to pick sessions. Divide into math and science sessions and also the grade level.
 - It would be nice if I signed up for one and was expecting it to be at my grade level. Most were way above mine! (2nd).
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- Descriptions of workshops should include grade level that workshop is geared for.
 - I really enjoyed this and hope to be back again. I had tickets to the sessions but came right on time, others had already been let in so I had to sit on the floor and did not get to use the manipulatives. Add more chairs or don't do 1st come 1st serve.
 - If you are going to allow extra people into workshops via presenter's decision, allow more chairs and tables to sit at. I had to sit on the floor in 2 workshops I had a regular ticket for, not exchanged.
 - Please put grade levels on the information. Make sure the presenters technique is directly related to teaching in the classroom.
 - I would like to see more 45 minute sessions. Three hour sessions are not good at night because everyone, including the presenter, is tired.
 - I enjoyed the "hands-on" demonstration as well as visual examples of math aides that were easily made.
 - It was great!
 - Not at all.
 - Please, include the grade level that each session is geared toward on the schedule.
 - Announce more specific level of presentation in info.- (3-5 or K-3, etc.) Prefer NOT TO combine math and science sessions.
 - Grade level on session description is needed to be able to select the best sessions suitable.
 - Everything was good.
 - BRAVO!!!
 - The sessions were well done- food not up to par with previous years.
 - the way things were scheduled you ended up with large gaps in between sessions.
 - I enjoyed the events where activities were planned and we didn't have to just sit and listen.
 - It would be helpful if the presenters could note what grade level the info. class will be geared for or what grade they teach. It would make selecting classes more appropriate.
 - I had a very good experience with the content. I found it difficult to find a place to sit at lunches, even at a table with other people.
 - It seemed hard to get into some classes. Maybe offer a few more or increase class sizes.
 - I would like to be able to pick up handouts from sessions I couldn't attend- maybe they could be on a table outside the rooms.
 - The bags this year were poorly designed for effective use.
 - The workshop for computational fluency was not long enough. 90 min. just didn't give us enough time to cover everything.
 - Content of all was good. It's a hassle to trade or try to get in desired workshops. I picked classes I really wanted to attend and was only given one number one choice. I also had big gaps of time where I had chosen a class and none was assigned.
 - The K-6 sessions were too elementary for 6th grade math. From reading the offerings for the 7th-12th, most look too advanced for 6th grade. Make the conference K-5, 6-8, 9-12. Have presenters say in the mailed information specific grade levels.
 - Specify which grade levels the presenters are presenting to. There is such a broad range from K-6.
 - All the sessions need to have handouts. Also, if you are unable to get into a session, allow hand-outs to be made available for those sessions. I appreciate all meals provided. Thank you.
 - Please list the grade level for the sessions in the registration booklet. Some had levels and some didn't.
 - Letting you know what grade level.
 - Invite more computer teachers to participate; incorporate more technology into math and science.
 - put applicable grade levels in the program guide for registering.
 - Change the bags - they kept falling open and were VERY off balance. Send the book out
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in December like in the past.

- Please include grade level info for sessions. There were too many breaks between sessions. The registration form is a nightmare to complete!
 - It is helpful if session descriptions are grade level specific and/or presenters offer ideas for varying levels.
 - Registration needs to be easier. The registration forms were VERY hard to read and understand.
 - GLE Constructed activities, handouts this year were stinky. Not enough ideas written down and TOO many to just "remember"
 - ALL presenters I had were good. Too much down time between sessions- I would prefer longer periods of time for "regrouping" in the evening.
 - It seems to be all it can be.
 - Would there be a way to arrange for math teachers (science teachers) to only be scheduled for that particular area? We always seem to end up with both when we are only registered for math.
 - Less lecture type seminars/ workshops
 - Some sessions had hands-on activities that took away from the time to share and explain more of their teaching strategies.
 - Mention in program booklet what GLE's will be addressed and for what grade levels.
 - I had a lot of dead time between sessions (1-2 hours). Maybe the schedule can be changed- all 3 hours sessions on Thurs., all 90 min on Friday for example. That way there isn't dead time if you don't pick all 90 min. sessions.
 - Have speaker speak before dinner.
 - Some presenters spent too long promoting themselves on the graduate classes they were representing.
 - Make sure they put grade levels on all sessions, and make sure presenters are presenting material directly related to the classroom. We had a couple of sessions that had absolutely nothing to do with teaching.
 - put grade levels on registration and presenters should directly relate information to classroom use.
 - A management technique and love and logic- Jim Fay.
 - The long break between presentations is nice for presenters but participants get lost or otherwise occupied and attendance is low at second sessions.
 - I had a lot of down time. Maybe shorter classes would help. Also, registering was difficult and confusing.
 - Couldn't attend till Fri. p.m., but what I did see was great! Thank you!
 - Not related- but Tan Tar A needs to recycle their cans.
 - Less full workshops
 - smaller range for workshops K-2, 2-3, 3-5 or better just two grade range.
 - 3 hole punch all handouts or have hole punches available for us to use. Having the menus in the registration book would help people choose which meals they'd be attending.
 - Content was good. Structure - I had too much dead space in my schedule. Would rather keep busy.
 - Not much time in between seminars. My colleagues and I had hours. Maybe offer a few more for younger years.
 - Keynote speaker is more appreciated if more entertaining. Matt was interesting, but not entertaining.
 - My classes were all very good.
 - A better selection of workshops would be nice. Also, please indicate the appropriate grade levels for each session.
 - More vendors, more class choices.
 - 6 hour workshops are too long - even though it was a great workshop the last part was difficult to concentrate on.
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- Structure - have a "social" time the first night where people could go to the exhibits and share fair. The exhibits were not open long enough.
- Content: add more variety in workshop selection. Structure: 1. have exhibits open when participants can visit. 2. Share Fair should be at an earlier time during the conference.
- Knowing what needed to be signed before the second day (1st timers).
- Not enough math choices.

Q14: Please help the Steering Committee select pertinent, useful topics for the 2006 Interface PD...

Please help the Steering Committee select pertinent, useful topics for the 2006 Interface PDE. Mark three choices.			
	Counts	Percents	Percents 0 100
Elementary Mathematics Strategies	198	59.6%	
Elementary Science Strategies	183	55.1%	
Reading/ Writing in Math and/ or Science	146	44.0%	
Higher Order Thinking Skills	131	39.5%	
Incorporating MAP Strategies	118	35.5%	
Inquiry Based Learning	98	29.5%	
Writing MAP type questions	85	25.6%	
Building Schools of High Achievers	55	16.6%	
MS/Jr. High Mathematics Strategies	33	9.9%	
MS/Jr. High Science Strategies	29	8.7%	
HS Mathematics Strategies	3	0.9%	
HS Science Strategies	3	0.9%	
Brain Based Research	1	0.3%	
Competing with reading for the PDC money.	1	0.3%	
Curriculum writing to incorporate GLE's (and implement.).	1	0.3%	
Other	21	6.3%	
Totals	332	n/a	
Mean	--		

Q15: Comments:

Comments:

- Great conference! #33b need more time. great workshop:-)
- Also, after paying for the Interface conference and sending in the selected workshops- I

only got 2 (early) :-)

- To discuss effective presentations.
 - Food was good! Accommodations were great! We had a suite for 4 of us and it was close to the lodge.
 - The food was excellent!
 - I do see improvement in this area but I still observed some "cute" or "fun" activities with no information provided about the rich mathematics behind the activity.
 - Have handout that has sample MAP areas that are week with activities to strengthen these areas (in ALL grade levels). Also, to make available samples of what each GLE and MAP objectives mean. Ex: Algebraic expressions $x+5=7$ Maybe in table or outline form. Thanks for all your hard work!
 - Please more NASA! Overall this year's workshops at Interface. I really wish this could be offered in the fall or a mini-session.
 - I got FOOD POISONING Friday night from the plate dinner. That put a damper on the meeting.
 - As in previous years. I truly enjoyed this conference. Thanks to the committee for their hard work!! The location is great and the food is great and plentiful- everyone is friendly!!
 - Remind presenters to hole punch handouts!
 - Longer breakfast hours for people with 10 a.m. classes. Thanks.
 - Great job! Thanks.
 - We get enough of these (options 4-6 and 10-12) on PDC days at school. We want ideas that take us away from paperwork so much.
 - Have a session on organizations that offered workshops/grants that are available to teachers and professionals to improve teaching curriculum all subject areas. Teachers often find out from organizations by word of mouth only. This might also help new teachers to the profession.
 - Good bye Eddy. We will ALL miss you! Great interface. Your committee members are very friendly and fun! Look forward to next year.
 - *Early Childhood Courses*
 - I became very upset trying to register for the conference. Books were mailed out late and every time I tried to register online the page was unavailable. Why wasn't there a soup option with no meat at lunch on the friday during lent?
 - Lots of samples and free/useful items to take back!! Teachers love free STUFF, since they give, give, give everyday.
 - I was very disappointed in the quality and selection of food. It has gone downhill.
 - Food quality is slipping - Chicken served was still bloody - nobody came back around to tell.
 - Schedule more 45 min. sessions. I have attended this conference for the past 6 years and the quality of meals has greatly decreased. Several sessions I attended were not for elementary 1-3 grades. Many sessions were not my choice. I was very disappointed this year!
 - STOM raffle was a great idea! Drawing was enjoyed by many. Raptor presentation was wonderful.
 - I attending a geometry class that was taught by a college professor. She just gave us theories on how to get the kids to think outside the box and I would rather have had activities to go with way to teach geometry to the kids.
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